AGENDAS FOR THE WEEK: *September 21st – September 25th* AP Environmental Science Room 1504

	MONDAY 9/21 (--)	TUESDAY 9/22 (B) 8:15 – 9:45	WEDNESDAY 9/23 (A)	THURSDAY 9/24 (B) 8:15 – 9:45	FRIDAY 9/25 (EOD PIT A)
	Objective(s): SWBAT * * * **STAFF DEVELOPMENT; NO SCHOOL**	**Objective(s): SWBAT** *Define and identify biodiversity hotspots. *Identify issues faced by their chosen hotspot.	**Objective(s): SWBAT** * * *	**Objective(s): SWBAT** *Define biodiversity and list the components that affect it. *Gather, interpret, and manipulate local population data. *Create bar graphs to visually represent their findings.	**Objective(s): SWBAT** * * *
P	**Engage** **STAFF DEVELOPMENT; NO SCHOOL**	**Engage** Students will be watching a short Sarah McLachlan type PSA to get an idea of what their projects are supposed to look like.	**Engage**	**Engage** As students trickle in, the class will play a round or two of "car ten questions" (like 20 questions but faster) to guess the car make/model/color of a volunteer.	**Engage**
L **A**	**Explore** **Explain** **Elaborate** **STAFF DEVELOPMENT; NO SCHOOL**	**Explore/Explain/Elaborate** Students will be picking what hotspots they want to research and then spending the class period working on their projects.	**Explore** **Explain** **Elaborate**	**Explore/Explain/Elaborate** When all students have arrived, the teacher will explain the lab rules, then students will go outside and complete a parking lot biodiversity lab activity. In this activity, students go into the parking lot and identify cars as "species" to determine the biodiversity of the parking lot.	**Explore** **Explain** **Elaborate**
N	**Evaluate and Summary** **STAFF DEVELOPMENT; NO SCHOOL**	**Evaluate and Summary** Students will be filling out their first daily exit tickets.	**Evaluate and Summary**	**Evaluate and Summary** Students come back to the classroom and visualize their findings by making a bar graph of the data and answering questions on the lab.	**Evaluate and Summary**
Resources:	~~ExitTicketsGeneral + Exit Ticket Questions~~	• ExitTicketsGeneral + Exit Ticket Questions	•	• Funny Engages	•

AGENDAS FOR THE WEEK: *September 21st – September 25th* Environmental Systems Room 1504

	MONDAY 9/21 (--)	TUESDAY 9/22 (B) 12:30 – 2:00	WEDNESDAY 9/23 (A)	THURSDAY 9/24 (B) 12:30 – 2:00	FRIDAY 9/25 (EOD PIT A)
	Objective(s): SWBAT * * * **STAFF DEVELOPMENT; NO SCHOOL**	**Objective(s): SWBAT** *Describe the key steps in the N, C, P, Si, and water cycles. *Identify human-caused alterations to these cycles. *Relate biogeochemical cycles to the flow of energy in the ecosystem. (TEKS 7.B)	**Objective(s): SWBAT** * * *	**Objective(s): SWBAT** *Identify different ways in which scientists learn about ecosystems. *Define the terms "holocene" and "anthropocene."	**Objective(s): SWBAT** * * *
P	**Engage** **STAFF DEVELOPMENT; NO SCHOOL**	**Engage** Students will be solving rebus puzzles on the board as they wait for everyone to come in.	**Engage**	**Engage** "Research situations and locales in which you think scientists work → contribute one image to your class period's slide located on Google Classroom."	**Engage**
L **A**	**Explore** **Explain** **Elaborate** **STAFF DEVELOPMENT; NO SCHOOL**	**Explain** Students will take notes about the biogeochemical cycles and nutrient flow. **Explore** Students are going to go outside and find a "wild space" to collect data about plant and animal life, biodiversity, soil composition and key characteristics during a "local ecosystems" lab. **Elaborate** The students will go back to class and share their most exciting findings. The teacher will share resources to learn more about local ecosystems.	**Explore** **Explain** **Elaborate**	**Explore/Explain** Students will be taking notes and participating in a class discussion about how humans study the natural world. **Elaborate** Students will have time to revisit the case study from the beginning of the chapter, catch up on any missing work, and prepare for the exam next class. **Extra Time?** Students can explore how NASA learns about the earth and the global environment here: Eyes on the Earth	**Explore** **Explain** **Elaborate**
N	**Evaluate and Summary** **STAFF DEVELOPMENT; NO SCHOOL**	**Evaluate and Summary** Students will be filling out their daily reflection questions.	**Evaluate and Summary**	**Evaluate and Summary** Students will be filling out their daily reflection questions and the case study questions.	**Evaluate and Summary**

Resources:	•	• https://www.youtube.com/@TheSuburbianBackyard/shorts (Youtube channel dedicated to showcasing biodiversity in the Austin area!)	•	• https://eyes.nasa.gov/apps/earth/#/satellites (live data from NASA satellites)	•